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Work Book for the Slow Learning Child

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WORK BOOK FOR THE SLOW LEARNING CHILD

Submitted by

Eleanor Gertrude Evans

(B.S., Boston University, 1944)

In partial fulfillment of requirements for
the degree of Master of Education

1 9 4 6

First Reader: Helen B. Sullivan, Associate Professor of Education

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The writer expresses sincere appreciation to Dr. Helen Blair Sullivan for her guidance and help.

She is also indebted to Miss Jennie Bujnievicz for her valuable suggestions.

To her mother and sister she is deeply indebted for their continued encouragement and assistance.

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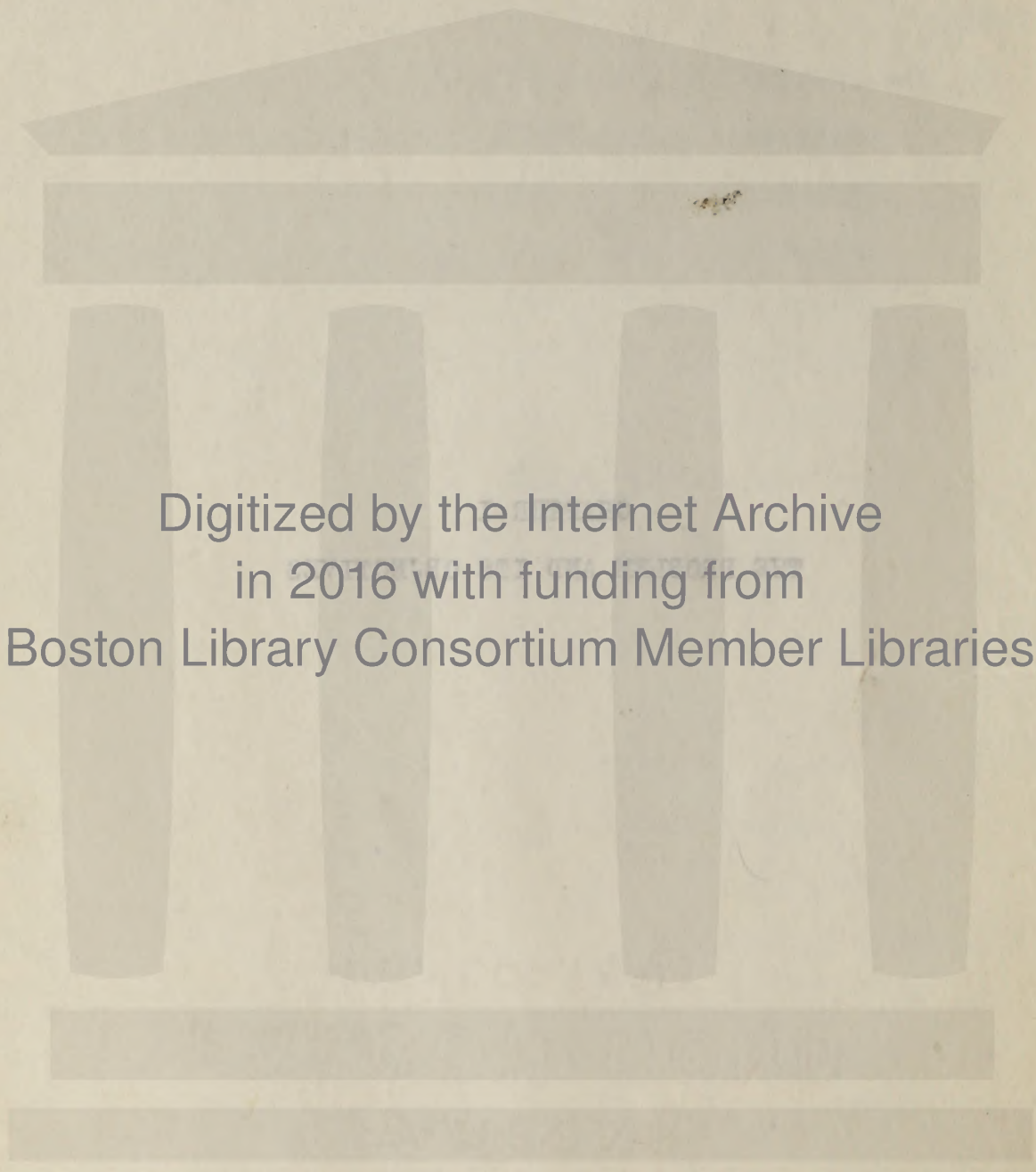
CHAPTER I

THE PROBLEM AND ITS OBJECTIVES



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CHAPTER I

THE PROBLEM AND ITS OBJECTIVES

Statement of the problem. The slow learning group is still in many cases being exposed to competition with children of average or superior ability.

Importance of the study. In spite of the fact that educators are spending much time clarifying the needs of this particular group, there is still a limited choice of workable material for improving their reading while the demand for such supplementary material is insistent and nation-wide. It is this lack of supplementary reading material that prompted the preparation of this work book,"I Can Do It", which has been developed to provide suitable supplementary material for the slow learning group, the dull-normal and backward group who are not sufficiently retarded to warrant being placed in a special class for mentally retarded children, yet who are not sufficiently bright to maintain the curriculum standards established for the average and superior children.

Objectives of the workbook. The workbook aims:(1) to train the slow learning child to work independently ; (2) to help him to form good study habits; (3) to correlate the

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Objectives of the workbook. The workbook aims:(1) to train the slow learning child to work independently ; (2) to help him to form good study habits; (3) to correlate the

reading with seasonal activities, with outside-of-school activities, and with the child's individual interests ; (4) to diminish the feeling of reading group distinction, (the slow learning group participating and contributing to the same unit lesson as the bright group, not realizing that the number of words expected to be mastered by them will not be so great as that expected of the brighter groups).

Provisions of the workbook. This workbook provides specific exercises for increasing the child's sight vocabulary. It has been built to insure reading with comprehension, not merely mechanical word calling which so often is the case of the dull-normal child. The words selected have been enriched and built around a unit that keeps the child in harmony with his social background and experiences. Transition from very simple material to more complex has been gradual so that the child will succeed at every step.

CHAPTER II

STUDIES RELATED TO THE SLOW LEARNING CHILD

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The educational needs of the slow learning child will be met only when they are properly understood. When we consider that with an I.Q. between 80 and 90, the dull-normal child is somewhat slower in learning the academic subjects than most of the children in school, also, that according to various studies fifteen to twenty-five per cent of school children are dull-normal and backward, the importance of studying the needs of the slow-learner is evident.

Kirk, [1] describes the slow learning child as follows: "The slow learning child is one of low intelligence, who is incapable of keeping up with his classmates in the regular public schools, and who therefore requires a modified curriculum for his maximum growth and development."

McFeely's [2] observations of the "slow learners" who attended his school have led to the inference that they have no characteristics or qualities not found in the so-called

1/ Samuel Kirk, Teaching the Slow Learning Child, Boston: Houghton Mifflin Company, 1940, p.1.

2/ Richard H. McFeely, "Faculty Planning to Meet Individual Differences for the Slow Learner", Fifteenth Year Book of the National Council for the Social Studies, Washington, D.C., 1944, p. 64.

normal or above normal pupils. Rather, their apparent differences are differences in the extent of the development of their qualities and characteristics. He continues his observations by stating,

> (1) the slow learner reads but proceeds rather slowly and laboriously if the material is at all abstract. (2) He also experiences difficulty in coordinating two or more mental functions, such as reading and evaluating what he reads. (3) He assimilates new ideas and facts slowly. (4) He learns more easily from simple, concrete, practical material and activities. (5) He is rather literal minded, given to making observations without generalizing. (6) He often has developed a deep feeling of insecurity and inadequacy in academic work which is often accompanied by a dislike of such work.

Our next consideration, the progress of the slow learning child, has been concisely described thus :

> He probably started school at about the same time as the average or bright child but seemed somewhat immature. He adjusted himself to the situation rather slowly and found it difficult to do first grade work. As a result, he probably repeated the first or second grade and then went on without any particular difficulty until the fifth or sixth grade when again he was obliged to repeat a half year to a year.
> He enters the junior high school and is offered work of a definitely non-academic character. Sometimes he gets into the senior high school but fails miserably to do work on the college entrance standard. It is rare that he attempts to enter college.[3]

In her study of failure Fernald[4] states :

3/ Thirty-Fifth Yearbook of the National Society for the Study of Education, Part I, Bloomington, Illinois: Public School Publishing Company, 1936, p.5.

4/ Grace M. Fernald, Remedial Techniques in Basic School Subjects, New York: McGraw-Hill Book Company, 1943, p.7.

> The individual who fails constantly in those undertakings which seem to him of great importance and who is conscious of failure is in a chronic state of emotional upset. Thus the failure to learn is one of the conditions that result in emotional instability. The child who started school so eagerly eventually hates or fears the very things he dreamed of doing when at last he could enter school.

In conclusion, Baker[5] offers the following analysis:

> There are three important ways in which the slow learning child differs from the average. The three factors are :(1) quantitative differences in intelligence; (2) qualitative differences in learning methods and in mental functioning, and (3) the effects of non-intellectual factors.

Individual Differences. It is the task of the classroom teacher to know the abilities of each child, to create situations in which children can learn best, and to create flexible groups, changing these groups as reading needs change.

So in planning a program for the slow learning child, provisions must be made for individual differences. Considering the psychological aspects of this factor Reed[6] makes the following statements." The material must be graded in difficulty with respect to the mental age and experience of the learner." This can be done only when the teacher is alert to individual differences and studies the interests

5/ Harry J. Baker, Introduction to Exceptional Children, New York: Macmillan Company, 1944, p. 246

6/ Homer B. Reed, Psychology of Elementary School Subjects, (Revised Edition) Chapter VI. Boston: Ginn and Company, 1938, pp.11-13.

and backgrounds of a class as a whole and of the individual children in the group. Betts [7] strikes an encouraging note when she states that at present there appears to be a tendency away from the typical grade and subject-matter achievement classification of children in the primary grades. "Several schools are experimenting with plans for the grouping of primary grade children on the basis of their readiness to read, so that fewer children will experience failure."

Materials. An important factor in acquiring effective materials is the teacher's willingness to study and compare materials. Goslin[8] suggests that the responsibility for the selection of materials is best placed in the hands of the classroom teacher who is to use the materials with the children.

Regarding materials Clark[9] writes, "The effectiveness of any reading progress depends, to a large extent, on the type of materials used in developing such a program."

7/ Emmett A. Betts, The Prevention and Correction of Reading Difficulties, Evanston, Illinois: Row, Peterson and Company, 1936, p.6.

8/ Willard E. Goslin, "Co-operative Selection of Reading Material," Supplementary Educational Monographs, Chicago, Illinois, University of Chicago, Volume IX, 1942, p.138.

9/ Katherine Clark, "The Nature and Variety of Reading Material in the Primary Grades," Supplementary Educational Monographs, Volume IV, Chicago, Illinois: University of Chicago, 1942, p.138.

Adams [10] suggests that the first actual reading material should grow out of the immediate, familiar experiences of children. It should involve very few words, and these few should be repeated often in order to provide the exhilaration that comes from a feeling of accomplishment of a desired purpose. Kirk [11] points out that of prime importance in teaching is the transition from simple materials. This transition should take place in all activities so that the child will succeed in every step of his development.

The value of well chosen supplementary material is pointed out by Durrell [12] in the statement, "Differences in rates of learning new words are taken care of by supplementary material."

It can be concluded then that materials for the slow learning child should be attractive in order to establish a desire to read, and reading selections should place emphasis on the development of meaning, provide many repetitions, contain plenty of concrete illustrations, develop language ability, and have a low vocabulary in order to insure success at every step of his development.

10/ Olga Adams, "Improving the Techniques of Reading: Before Reading is Begun and in the Initial Stages of Learning to Read Supplementary Educational Monographs, Chicago, Illinois: The University of Chicago, 1942, p.231.

11/ Kirk, op. cit., p.62.

12/ Donald D. Durrell, Improvement of Basic Reading Abilities, New York: World Book Company, 1940, p.8 .

Home Unit. The mechanical approach to reading alone is not enough. The beginning approach of reading for the slow learning child should include materials that are rich in familiar experiences. Durrell [13] states,

> Lack of association between verbal subjects and life outside the classroom also stands in the way of proper habit formation in reading. If reading is related to observation of objects and situations in the child's experience, to planning and thinking in relation to immediate problems, and to conversation and action, it is likely to be found a useful tool. A child manifests little concern about experiences that are remote in time or distance and that do not concern his immediate welfare.

Gates [14] and his associates maintain that learning experiences are most meaningful when they are related to the individual's interests, when they are a part of his living, when they not only contribute to his current purposes but enable him to make more intelligent future adjustments, and when they result in satisfying social relationships.

The home unit provides experiences related to his living. The material can be presented naturally without artificial devices. In his book on teaching reading to slow learning children, Kirk [15] points out this correlation of the home unit with language development by saying,

---

13/ Durrell, op. cit., p.13.

14/ Arthur I. Gates, A.T. Jersild, and T.R.McConnell, Educational Psychology, New York: Macmillan Company, 1942, p.88.

15/ Kirk, op. cit., pp.50-51.

> Language development is an important factor in teaching reading. Using the home as a basis for language development children will be able to volunteer ideas and help each other in the beginning stages of real recitation. Keen and genuine spontaneity should result from this close tie between home and school work.

Recent studies of reading development among dull-normal children show a high correlation between language development and success reading. Adams [16] agrees with the home unit as a beginning basis for formal reading in her statement, "The first actual reading material should grow out of immediate familiar experiences of children."

On the other hand, units of work alone should not make up the entire program for the slow learning child even though they are an important aid in stimulating interest. Reed, [17] in discussing laws of learning, points out:

> Features about the unit plan that favor good organization and the consequent development of useful patterns are (1) the unit consists of some logical division of subject matter; (2) the preview gives a preliminary idea of the whole and its essential features; (3) with the preview as a background the process of reading widely and collecting the facts becomes a purposeful and meaningful activity; (4) the connection of the unit with the course as a whole gives the final integration.

A well-rounded program should include both basic reading material and supplementary unit material, rich in familiar experiences. In choosing reading material for the slow learning group every factor to increase learning must be considered.

16/ Adams, Loc. cit., p.231.

17/ Reed, op. cit., p.14.

CHAPTER III

PRESENTATION OF EXERCISES FOR THE SLOW LEARNING CHILD

CHAPTER III

PRESENTATION OF RESPONSES

FOR THE SLOW LEARNING CHILD

CHAPTER III

PRESENTATION OF EXERCISES FOR THE SLOW LEARNING CHILD

Preface to teachers. The material for this workbook has been prepared to diminish the feeling of reading group distinction, to make the slow learning group an integral part of the normal school group in so far as possible. To this end the workbook includes :

1. Low vocabulary load
2. Plenty of repetition and practice
3. Plenty of concrete illustrations, for these children cannot handle abstract materials
4. Gradual transition from simple to more complex sentences
5. Specific exercises to develop comprehension at the child's level with no emphasis on speed
6. Checks for comprehension to be sure no confusions or faulty learnings are developing
7. Material which will build good citizenship

The workbook has been divided into eight units, each unit having a job sheet. Each job sheet contains assignments that include the following types of exercises.

1. Associating symbols with word meanings
2. Language development

3. Motor Coordination
4. Visual Perception
5. Enrichment of Concepts
6. Following Directions
7. Visual Imagery

DESCRIPTION OF THE EXERCISES

Job sheet. A job sheet with specific purposes has been placed before each group of exercises. Its objectives are to develop : (1) independence in work; (2) the ability to follow directions; (3) the ability to match directions on the job sheet with those on designated pages, and (4) an awareness of progress and improvement. These are an outgrowth of research by such authorities as Durrell[18] who writes, "Habits of self-direction are acquired only by practice and pleasure in self-direction. While group planning provides some practice in self-direction, the individual must learn not to lean on others for all his planning."

Reed[19] says in referring to the laws of learning, "There are numerous experiments which show that practice is a fundamental procedure in habit formation. Improvement due to practice is usually referred to as an example of the law of use, exercise, or repetition. According to this law, making a response strengthens the tendency to repeat it."

18/ Durrell, op. cit., p. 12.

19/ Reed, op. cit., p. 17.

By providing the opportunities for self-direction and practice in self-direction, this feature of the workbook fills an important need in the development of materials.

Job Sheet

Page			
1	Color		Good
2	Draw		Good
3	Color		Good
4	Cut out		Fair
5	Paste		Good

The numbers on the left hand side of the job sheet indicate pages and also the order of the work. The second column contains the directions for work. In the first column to the right of the direction the child puts a check mark opposite direction 1 when he has finished it. Likewise, when he completes direction 2, he puts a check mark in the proper space. After he has completed the entire job sheet and has checked each task, he is ready for the teacher's evaluation. The teacher fills in the last column "Good, Fair, or Poor." Then the child turns to the last page, cuts out the corresponding evaluation grade, and pastes that on the workbook page. This last page is a feature which gives the child an opportunity to gain the satisfaction of personally pasting the "good" label on his finished product. On the other hand, if he is obliged to use the label "poor", at the beginning,

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Job Sheet

Page			
1	Color		Good
2	Draw		Good
3	Color		Good
4	Cut out		Fair
5	Paste		Good

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he becomes aware of his own particular need for improvement.

DESCRIPTION OF THE EXERCISES

Job Sheet No. 1

Page 1. Associating symbols with word meanings
Children match words with diagram of colors on board.

Language Development
Discussion of favorite colors in clothes, flowers and toys.

Page 2. Visual Association
Children find words that match

Motor Coordination
Children draw lines to matching words

Associating symbols with word meanings
Children use corresponding colored crayon to draw line.

Page 3-4 Motor Coordinating-Visual Perception
Children color and cut out designs. Match designs to those on page 4 and paste over exact patterns, associating symbols with word meaning and at the same time reading color words.

Job Sheet No. 2

Page 1. Association of Meaning with Word Symbols
Children follow directions and color pictures.

Language Development
Discussion of characters, family unity, size, relationships.

Page 2-3 Motor Co-ordination-Visual Perception
Children color and cut out clothes. Match clothes to those on pages 4 and 5. Paste on over exact pattern. This calls attention to small details, and gives practice in finer perception than was needed back on pages 3 and 4 in Job Sheet No. 1.

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Job Sheet No. 2

Page 1. Association of Meaning with Word Symbols
Children follow directions and color pictures.

Language Development
Discussion of characters, family unity, also, relationships.

Page 2-3 Motor Co-ordination-Visual Perception
Children color and cut out clothes. Match clothes to those on pages 4 and 5. Paste on over exact matters. This calls attention to small details, and gives practice in finer perception than was needed back on pages 3 and 4 in Job Sheet No. 1.

Job Sheet No. 2 (continued)

Pages 4-5 Language Development

Stress family unity. Working and playing together. Father helps at home, but he works away from home, too. Discussion of occupations, need of community unity. Stress health benefits received from a proper amount of work, play, and rest.

Job Sheet No. 3.

Page 1. Vocabulary Enrichment

Enrichment of words-play.

Language Development

Discuss own experiences with musical instruments, games, and plays.

Page 2. Association of Meanings with Symbols

Children study the titles,"Find",then read the sentences and draw lines to the right pictures.

Language Development

Discussion of activities shown in the pictures.

Pages 3-4 Motor Coordination and Visual Discrimination

Puzzle Picture. The parts on page 3 are to be colored, cut out, and pasted on page 4.

Language Development

Continue discussion of health habits derived from work and play. Continue stress on family unity.

Job Sheet No. 4

Page 1 Visual Perception-Motor Coordination.

Children look at pictures and draw one like it on opposite half of sheet.

Language Development

Have discussion of type of house, size, proportions of doors and windows.

Job Sheet No. 4 (continued)

Page 2.

Following Directions
Children find a picture of a house in an old magazine. (Have old magazines available in classroom).

Motor Co-ordination
Children cut out house and paste on page 2.

Visual Imagery
Children discuss size of house that will fit on page 2.

Language Development
After houses have been pasted in individual books, compare sizes, types, and colors of houses.

Page 3.

Visual Memory Training
Children study pictures knowing they are to duplicate them to the best of their ability. Look at and study picture. Fold down and then draw from memory.

Page 4.

Association of Meanings with Symbols
Match sentences with pictures.

Motor Co-ordination
Children cut out sentences and paste under correct pictures.

Language Development
Children discuss individual pictures, types of homes, work, and recreation of family.

Job Sheet No. 5

Page 1

Association of Meanings with Symbols
Children color pictures.

Language Development and Word Enrichment
Children discuss size, introducing large, small, larger, smaller, and bigger.

Job Sheet No. 4 (continued)

Page 2. Following Directions
Children find a picture of a house in an old magazine. (Have old magazine available in classroom).

Motor Co-ordination
Children cut out house and paste on page 2.

Visual Imagery
Children discuss size of house that will fit on page 2.

Language Development
After houses have been pasted in individual books, compare sizes, types, and colors of houses.

Page 3. Visual Memory Training
Children study pictures knowing they are to duplicate them to the best of their ability. Look at and study picture. Fold down and then draw from memory.

Page 4. Association of Meanings with Symbols
Match sentences with pictures.

Motor Co-ordination
Children cut out sentences and paste under correct pictures.

Language Development
Children discuss individual pictures, type of homes, work, and recreation of family.

Job Sheet No. 5

Page 1 Association of Meanings with Symbols
Children color pictures.

Language Development and Word Enrichment
Children discuss size, introduce terms, small, larger, smaller, and bigger.

Job Sheet No. 5 (continued)

Page 2.

Word Enrichment
Enrichment of word Find.

Language Development
Discussion of individual pictures.

Page 3.

Following Directions
Children read and follow directions.

Language Development
After completion of drawings, children show and describe their drawings.

Page 4.

Word Enrichment and Motor Co-ordination
Children draw line from start to finish.

Language Development and Word Enrichment
Enrichment of the concepts, farm and circus.

Job Sheet No. 6

Page 1.

Visual Discrimination and Motor Coordination
Cut out and paste strips under correct picture.

Language Development
Discussion of children's pets, responsibility of family for the health and happiness of pets.

Word Enrichment
How many, more, most.

Page 2.

Association of Meanings with Symbols
Children draw lines under the right words. Stress the word under. So many reading tests call for this direction.

Language Development
Description of the Objects in pictures using children's own experiences with many of them.

Page 3.

Following Directions
Read and draw pictures.

Language Development
Discuss and evaluate finished pictures. Compare sizes, and numbers.

Job Sheet No. 7

Page 1.

Vocabulary Enrichment
Enrichment of the words in and out.
Color pictures.

Language Development
Discuss experiences with pets, toys, and boats.

Page 2.

Visual Discrimination
Look at pictures and draw lines under right word.

Language Development
Discussion of pictures.

Page 3.

Following Directions
Read and draw pictures.

Language Development
Children describe their drawing. Note types of houses, size. Comparison of size of house and children.

Page 4.

Following Directions
Read and follow directions.

Language Development
Family unity. Working together brings pleasure.

Page 5.

Completion of Thought
Read and follow directions.

Language Development
Show completed pictures and discuss children, size of children in comparison to house and tree, clothing of children, and action of children.

Job Sheet No. 8

Page 1.

Enrichment of Vocabulary
Enrichment of words- up and down
Language Development
Stress safety in and out of the home.

Page 2.

Following Directions
Read and follow directions.
Language Development
Children show and evaluate finished pictures. Compare size.

Job Sheet No. 7

Page 1. Vocabulary Development
Movement of the words in and out.
Color pictures.

Language Development
Discuss experiences with pets, toys,
and boats.

Page 2. Visual Discrimination
Look at pictures and draw lines under
right word.

Language Development
Discussion of pictures.

Page 3. Following Directions
Read and draw pictures.

Language Development
Children describe their drawing.
Note types of houses, size. Comparison
of size of house and children.

Page 4. Following Directions
Read and follow directions.

Language Development
Family unity. Working together brings
pleasure.

Page 5. Completion of Thought
Read and follow directions.

Language Development
Show completed pictures and discuss
children, size of children in comparison
to house and tree, clothing of children,
and action of children.

Job Sheet No. 8

Page 1. Recognition of Vocabulary
Movement of words in and down

Language Development

Page 2. Following Directions
Read and follow directions.

Language Development
Children show and evaluate finished pic-
tures. Compare size.

I CAN DO IT

Job Sheet

Page			
1	Color		
2	Draw		
3	Color		
3	Cut out		
4	Paste		

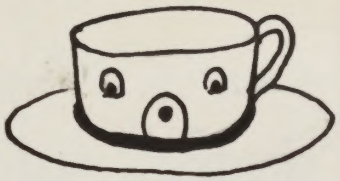
Head Shot

Head Shot

Head Shot

Color

black



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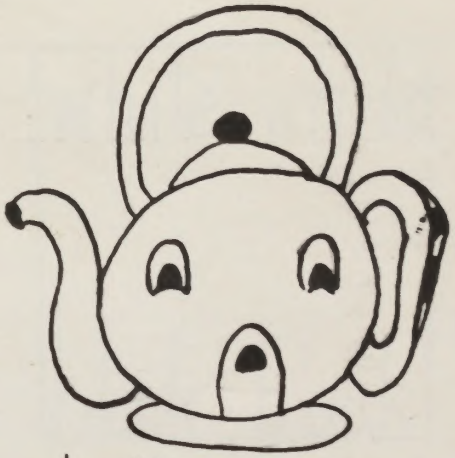

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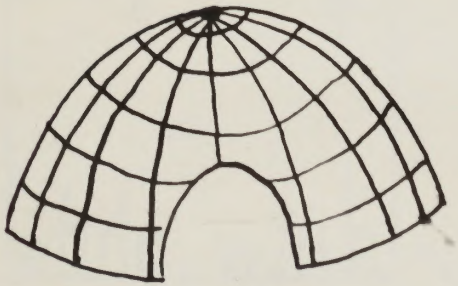

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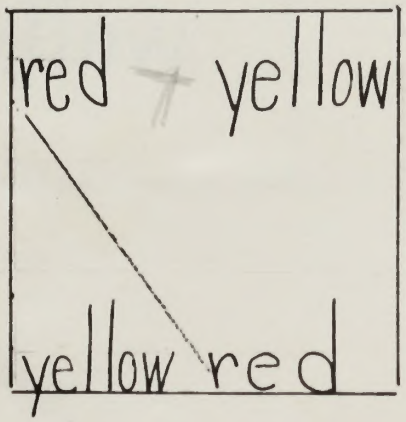
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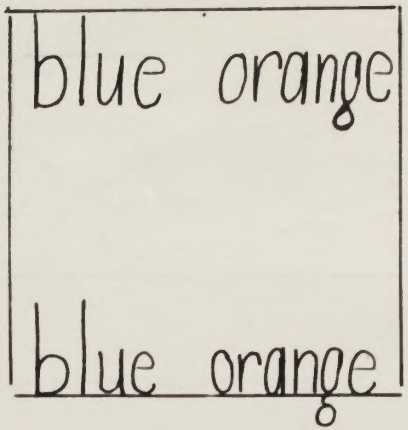
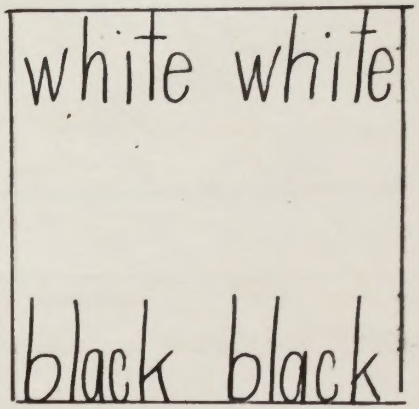
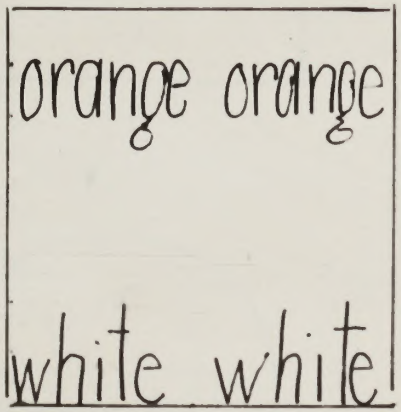
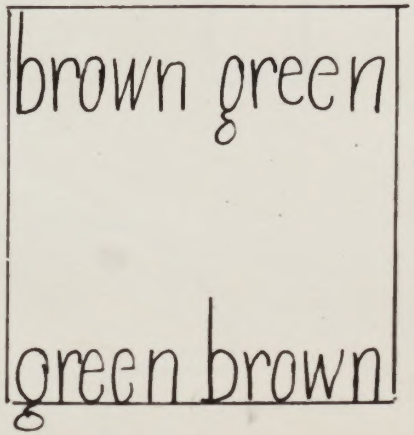
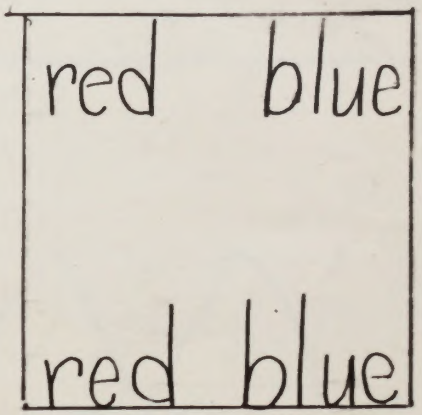

blue orange
blue orange

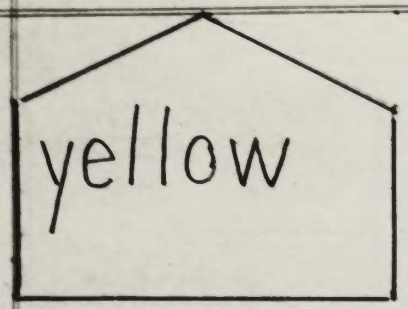

white white
black black

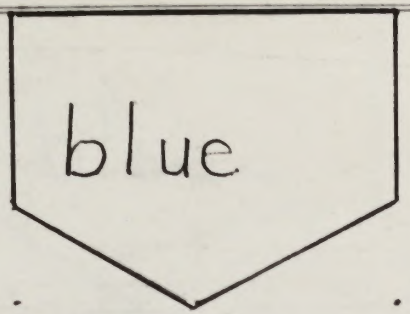

orange orange
white white

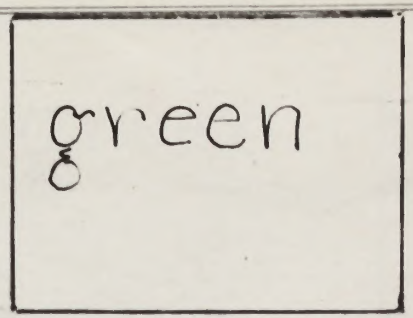

brown green
green brown

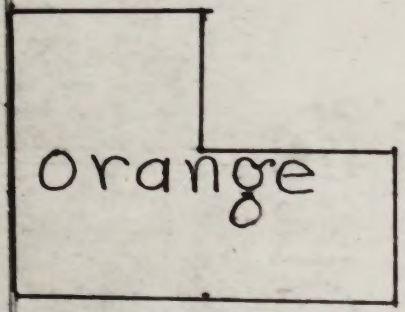

red blue
red blue

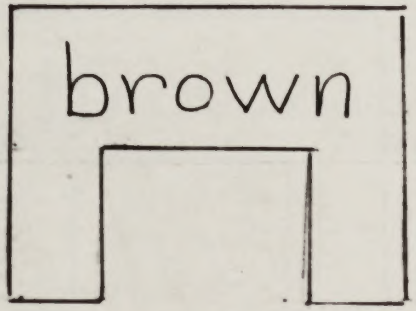
Color Cut out

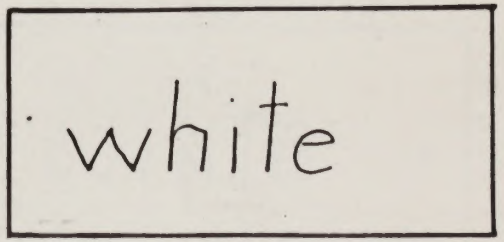


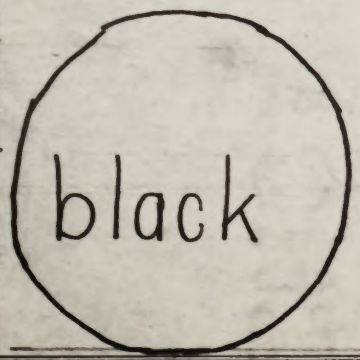


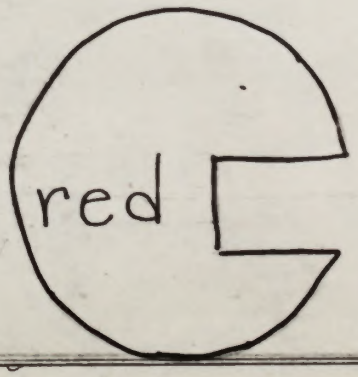


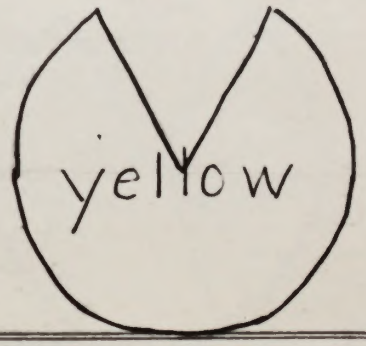




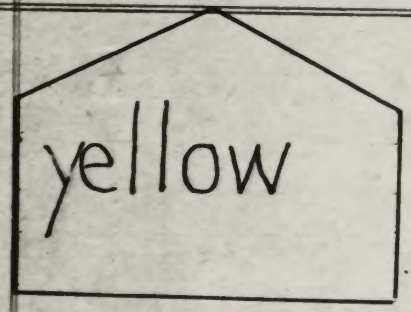


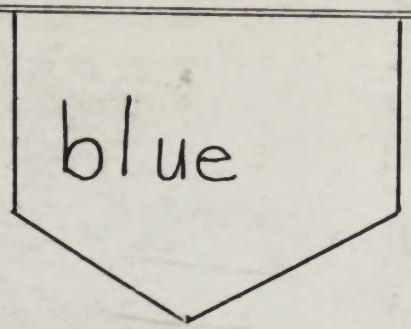


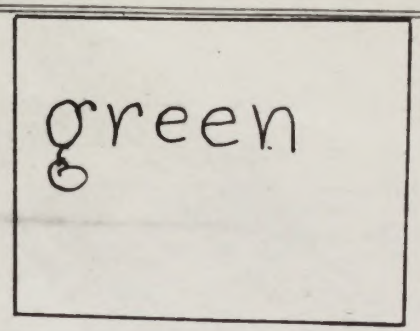


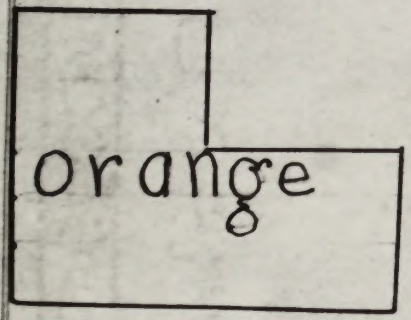


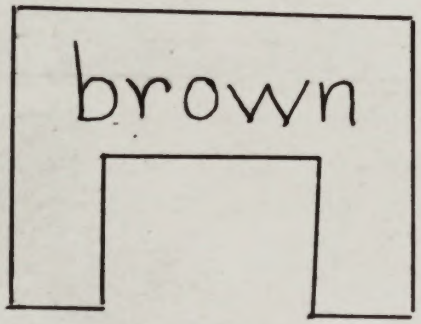
Paste

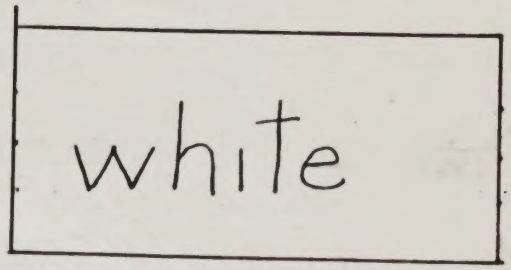


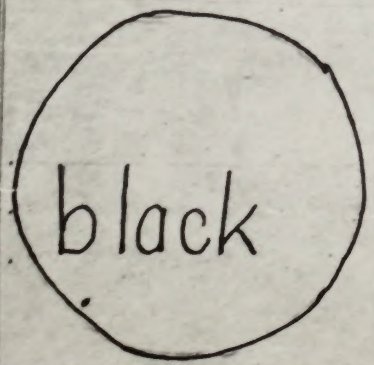


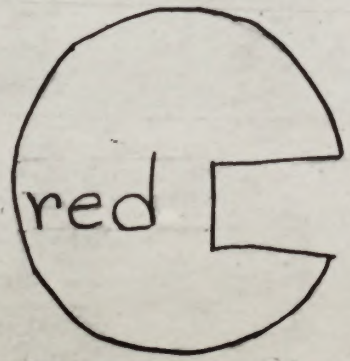


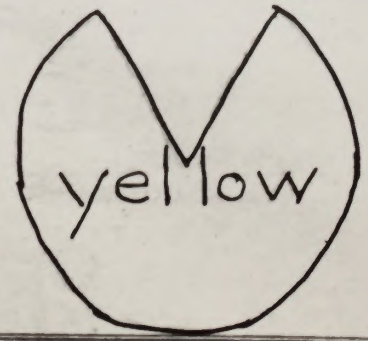










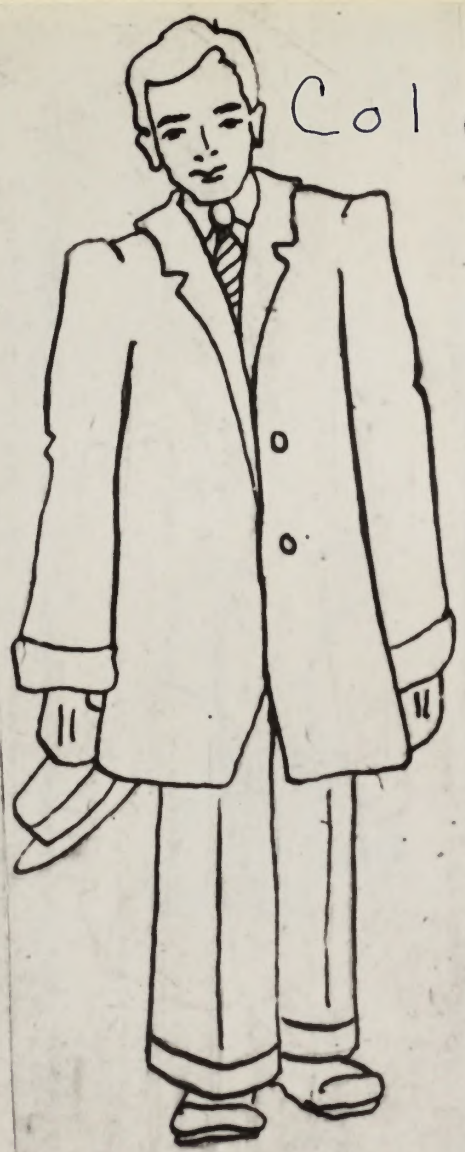


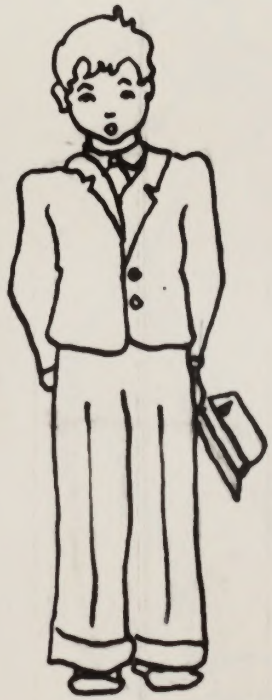
Job Sheet

Page			
1	Color		
2	Color		
2	Cut out		
3	Color		
3	Cut out		
4	Paste		
5	Paste		

1	color	5	color	3	color	7	state

Color





Mother	Father	Bob	Ann

Color Cut out

green

yellow

blue

white

green

red

orange

brown

Mother works Father works Ann works Bob works.

Mother plays

Father plays

Ann plays

Bob plays

Job Sheet

Page

1 Look at the pictures.

2 Find the pictures

3 Color the pictures.

3 Cut out the pictures.

4 Paste

test2 dot

Home

1. look at the pictures

2. Color the pictures

3. Cut out the pictures

4. Paste

Play

Color

Find

Mother works

Mother plays

Father works

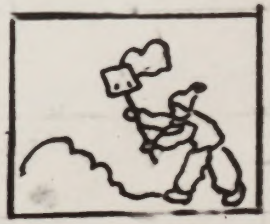
Father plays

Ann works

Ann plays

Bob works

Bob plays



with Father

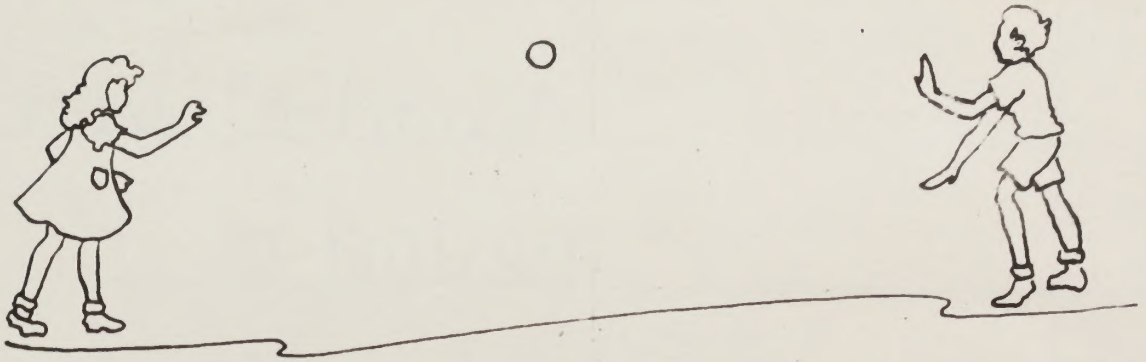
Mother works

m.

with Bob

o

Ann plays



Ann plays with Bob

Mother works with Father

Job Sheet

Page			
1	Color a house		
1	Draw a house		
2	Find a house		
2	Paste the house		
3	Look at the picture		
3	Draw the picture		
4	Cut out		
4	Paste		

Top Sheet

1 Color a house	2 Draw a house around it	3 Look at the picture	4 Cut out	5 Paste			

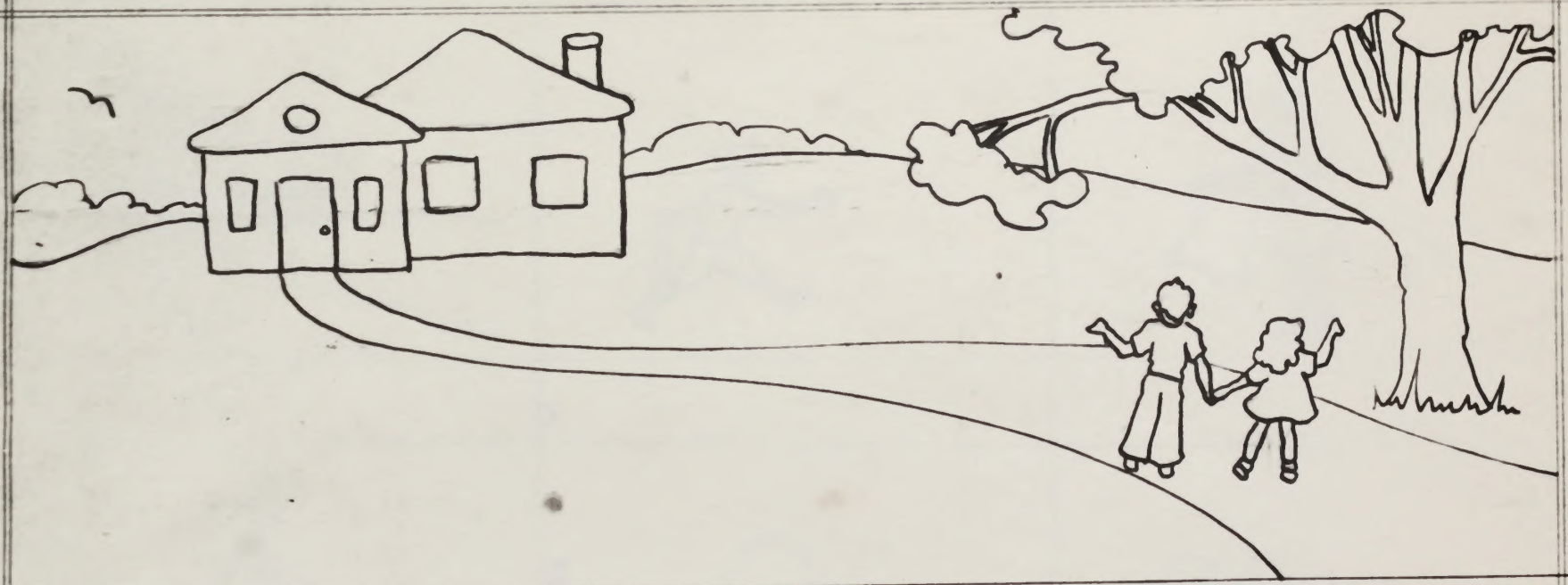
Color

a house

Draw

a house

This is a house



This is Bob and Ann's house

This is Mother	This is Ann	This is Ann's house
This is Father	This is Bob	This is Bob's house

Job Sheet

Page		✓	
1	Color the pictures		
2	Find the pictures.		
3	Draw the pictures.		
4	Find Ann.		
4	Find Bob.		

								7 Ένα βαρ.
								7 Ένα Αμμ
								3 Δραχμή αντί δραχμές
								3 Ένα βαρ αντί δραχμές
								1 Χαρτονόμισμα αντί χαρτονομίσματα

βαρος

dot 2 dot

big

little

big

little

big

little

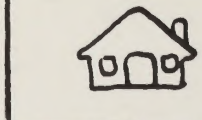
big

little

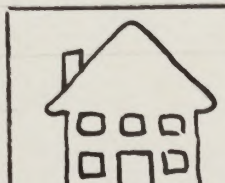
Find

A big house

Mother is big



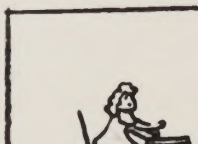
Ann is little



Ann works

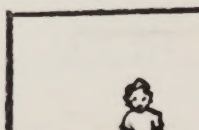
Bob plays

A little house



Father is big

Bob is little



Father plays with Ann

Father is big

Ann is little

Draw Ann and Father

Mother plays with Bob

Mother is big

Bob is little

Draw Mother and Bob

Dad and Mother play with Bob

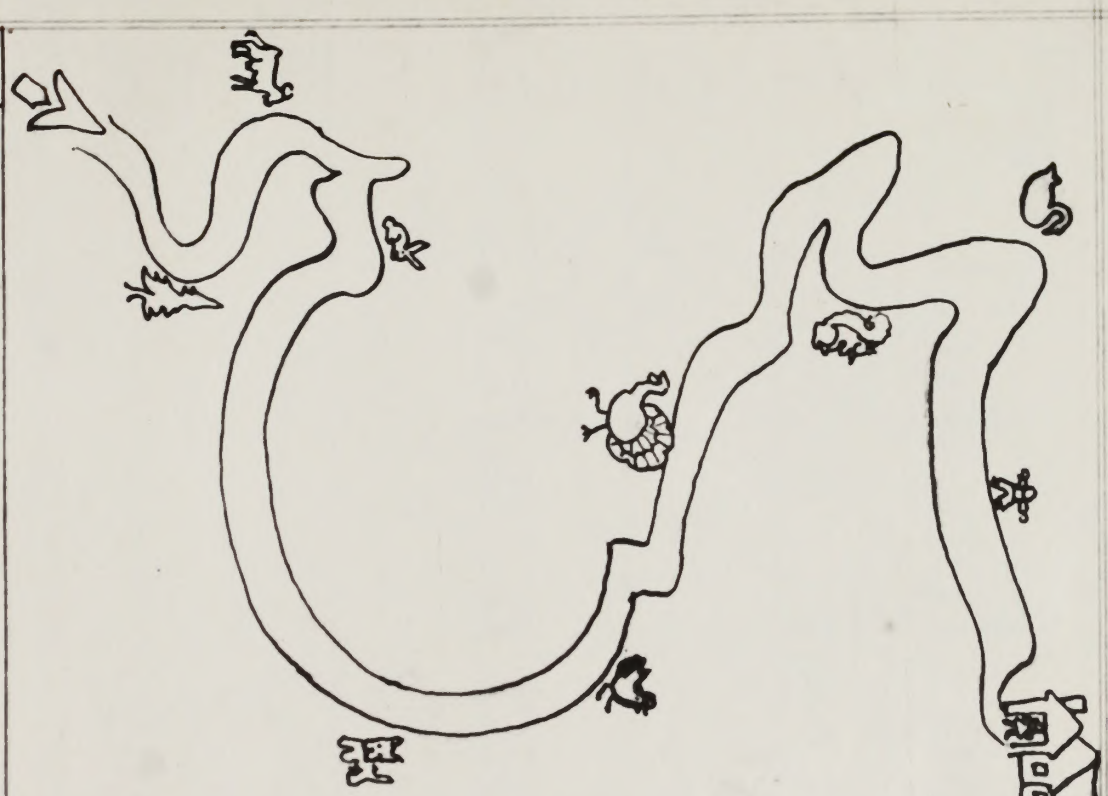
Ann is little

Father is big

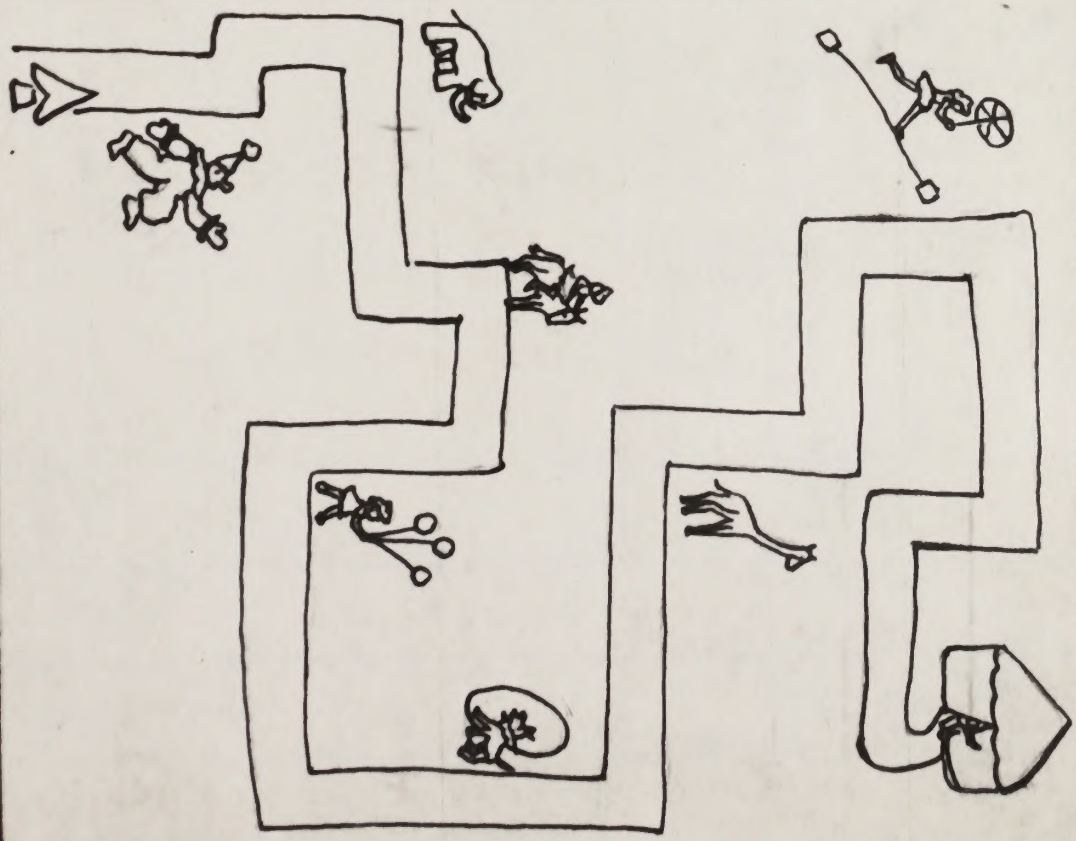
Mother plays with Ann

Father plays with Bob

Find Ann



Find Bob



Job Sheet

Page			
1	Cut out and paste		
1	Color the pictures		
2	Find		
3	Draw a picture		

Job Sheet

Page

1 Cut out and paste

1 Color the pictures

2. Find

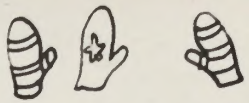
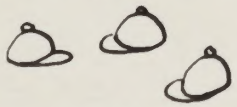
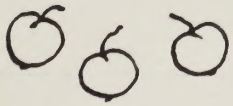
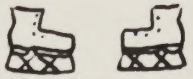
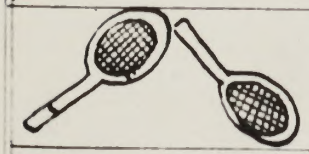
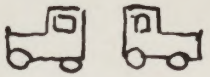
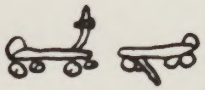
3 Draw a picture

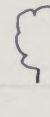
Color

Cut out

one	two	three
three	one	two
two	three	one
one	two	three

Find

	three two <u>one</u>		one three two
	one three two		two one three
	three one two		three one two
	two one three		one three two
	two three one		two three one
	one two three		two one three
	three one two		three two one
	two three one		one three two

Draw one big house.
Draw two big 
Draw three little
Color the picture.

3

Job Sheets

Page

1 Color the pictures.

2 Draw a line.

3 Draw a picture

3 Color the picture

4 Draw Mother and Ann

4 Color the picture.

5 Draw Ann and Bob

5 Color the picture.

Top Sheets

1 Color the bird and the branch

2 Draw an Ant and a Bee

3 Color the butterfly and the flower

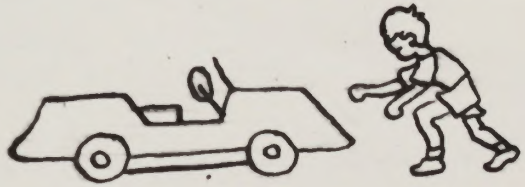
4 Draw a Worm and a tree

Color

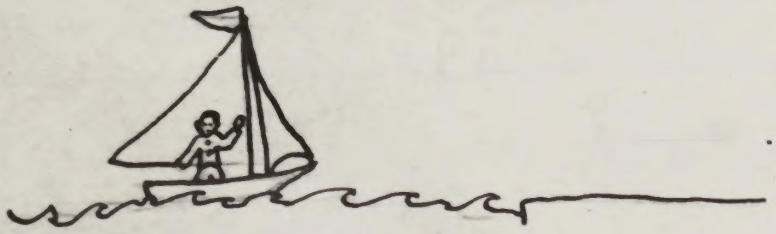
in

out

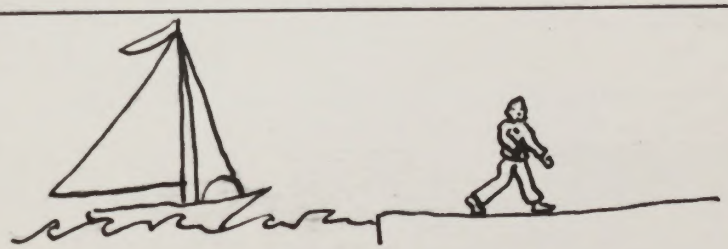
in



out



in



out

This is out in		This is out in	
This is out in		This is out in	
This is out in		This is out in	
This is out in		This is out in	

Draw a picture.
Put a big house in the picture.
Put Ann and Bob in the picture
Color the picture.

Boston University
School of Education
Library

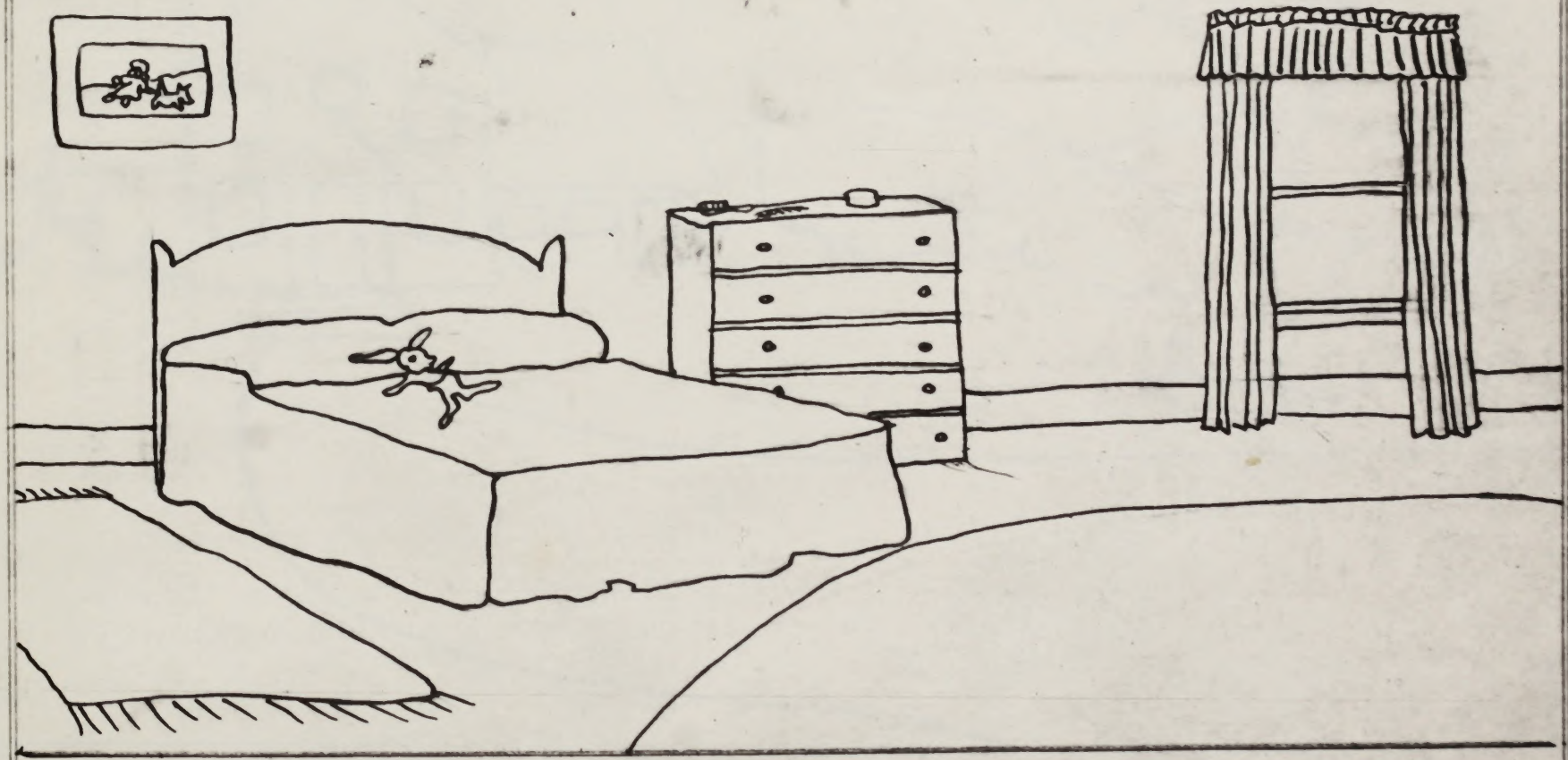
Color the picture.

Put Ann and Bob in the picture.

Add a big house in the picture.

Draw a word picture.

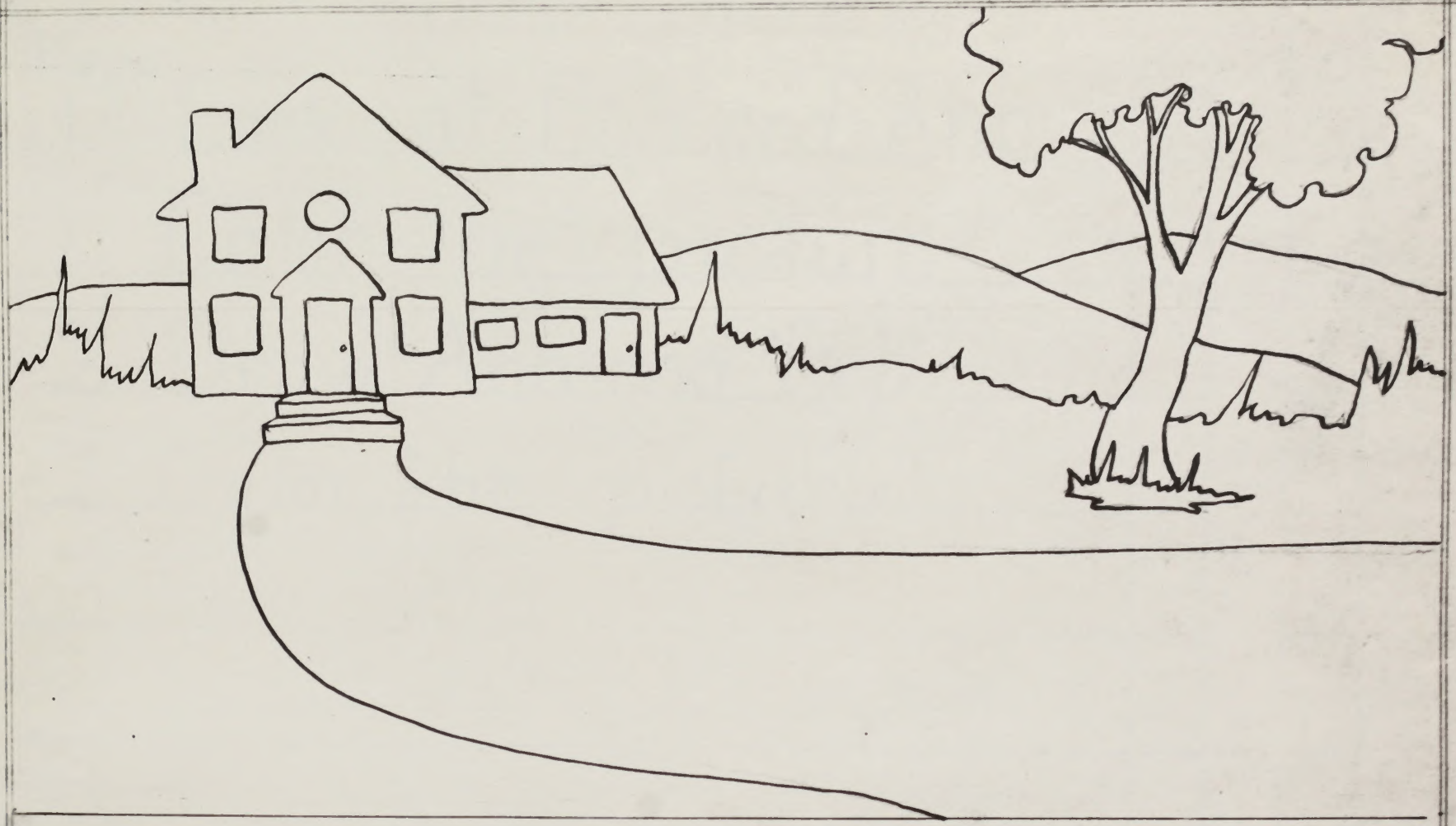
Boston University
School of Education
Library



Mother works in the house.

Ann works with Mother.

Draw Mother and Ann.



This is Bob's house.

This is Ann's house too.

Draw Ann and Bob.

Job Sheet

Page

1 Look at Bob and Ann.

1 Color the picture.

2 Draw Ann and Bob.

2 Color the picture.

Job Sheet

Page

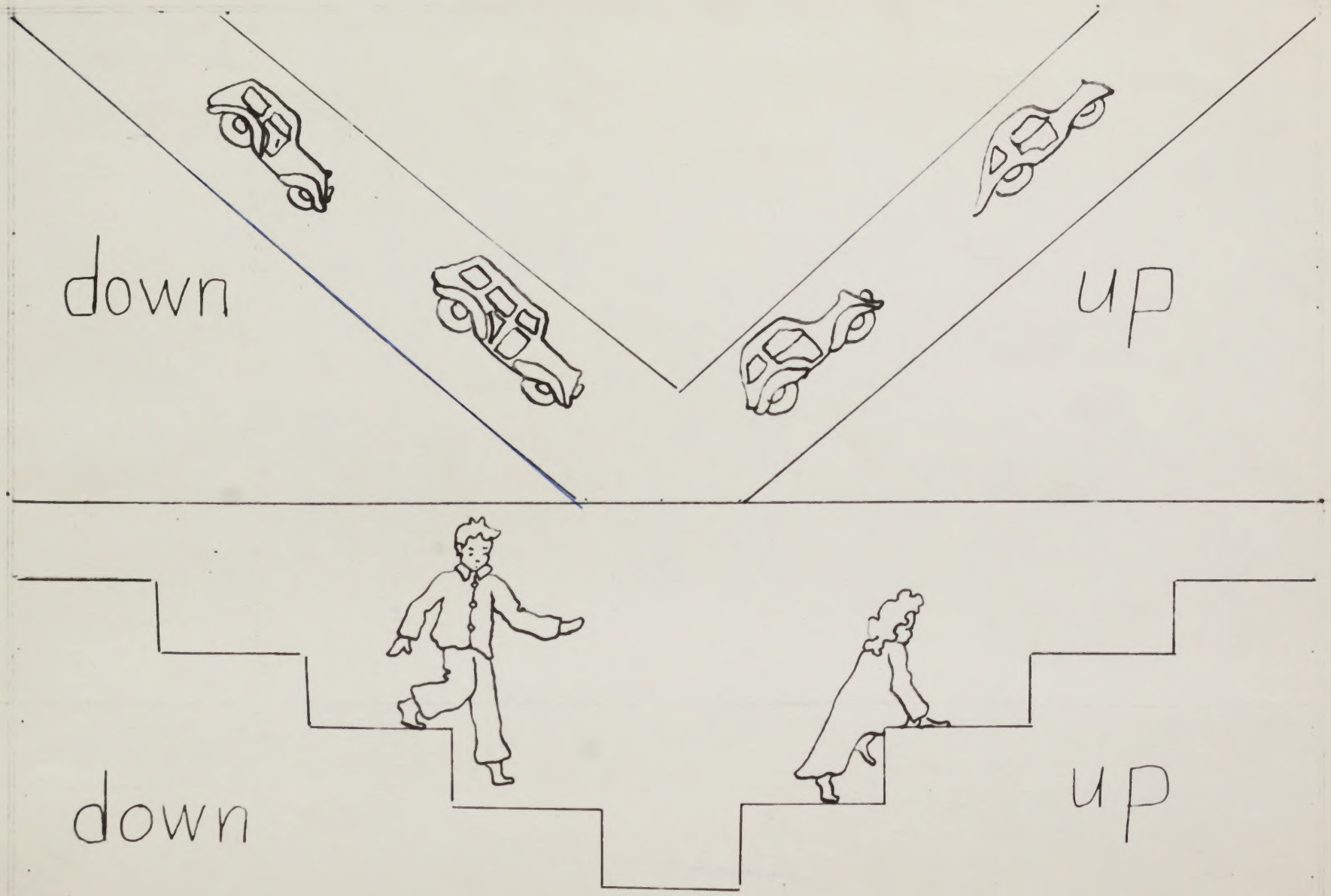
1 Look at Bob and Ann

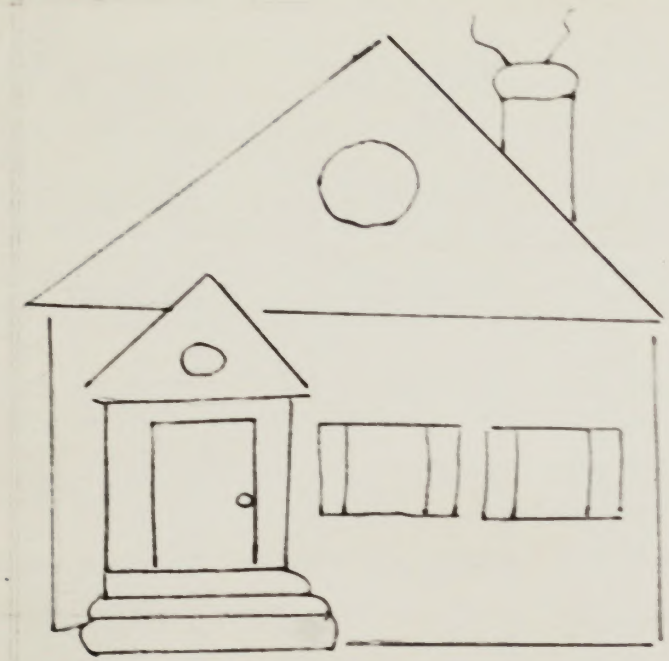
1 Color the picture

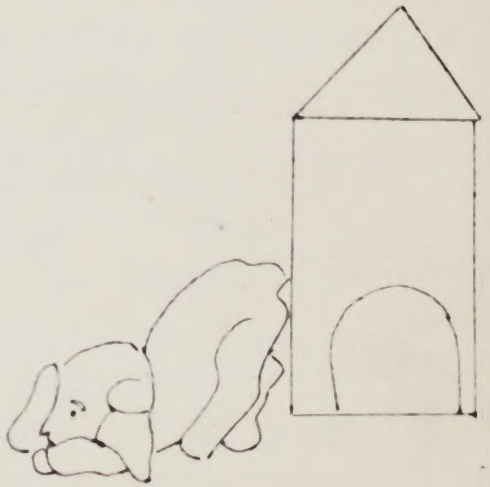
2 Draw Ann and Bob

2 Color the picture

Color







Alice is up at the big house.

Bob is down at the little house.

Draw Alice up at the big house.

Draw Bob down at the little house

Good	Good	Good	Good	Good	Good
Good	Good	Good	Good	Good	Good
Good	Good	Good	Good	Good	Good
Good	Good	Good	Good	Good	Good
Good	Good	Good	Good	Good	Good
Good	Good	Good	Good	Good	Good
Good	Good	Good	Good	Good	Good
Fair	Fair	Fair	Fair	Fair	Fair
Fair	Fair	Fair	Fair	Fair	Fair
Fair	Fair	Fair	Fair	Fair	Fair
Poor	Poor	Poor	Poor	Poor	Poor
Poor	Poor	Poor	Poor	Poor	Poor
Poor	Poor	Poor	Poor	Poor	Poor

Good	Good	Good	Good	Good	Good	Fair	Poor	Poor	Poor
Good	Good	Good	Good	Good	Good	Fair	Poor	Poor	Poor
Good	Good	Good	Good	Good	Good	Fair	Poor	Poor	Poor
Good	Good	Good	Good	Good	Good	Fair	Poor	Poor	Poor
Good	Good	Good	Good	Good	Good	Fair	Poor	Poor	Poor
Good	Good	Good	Good	Good	Good	Fair	Poor	Poor	Poor
Good	Good	Good	Good	Good	Good	Fair	Poor	Poor	Poor
Good	Good	Good	Good	Good	Good	Fair	Poor	Poor	Poor
Good	Good	Good	Good	Good	Good	Fair	Poor	Poor	Poor
Good	Good	Good	Good	Good	Good	Fair	Poor	Poor	Poor

CHAPTER IV

PLAN OF PRESENTATION

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Plan of teaching that incorporates use of workbook. The plan of teaching included the activity and unit type of teaching and a basic reading system strong in stories that stimulate anticipation for events and endings of stories. Pupil-teacher grouping was flexible, and pupils were changed from group to group at their individual rate of progress.

No time was set for any unit in the workbook as the material was built on a power basis, and each child was allowed to pursue the work at his own rate of learning.

The units were built in areas of high pupil interest. Within a major unit a series of lessons was taught for the specific purpose of teaching reading, writing, arithmetic, and language development. These lessons were highly individualized to meet the various needs and weaknesses of the children.

The best way to convey a reasonably clear idea of the method of using this workbook seems to be to describe some of the lessons developed.

The home unit was first suggested by centering discussion around the story of the "Three Bears." Family

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unity was stressed and from that point the children injected their own homes and families into the discussion. With interest high, a unit on home was in the making. Reading charts, with carefully controlled vocabulary, were developed during language periods. Construction of table scenes, paintings, and drawings provided word enrichment. Teacher-pupil planning and committee work were introduced. Dramatization of home life was included.

Interwoven with these variations of activities were specific reading lessons, the superior and average groups using many stories on home life found in the many familiar basic reading books, while the slow learning group spent their time on the lessons provided in this specially prepared workbook. Using the job-sheet type of assignment, the slow-learning group were able to progress at their own rate of speed, thus eliminating unfair competition and at the same time acquiring a vocabulary that enabled them to participate in the activity unit with the entire group. Correlation of this vocabulary with their basic reading and the "First Grade News" made many opportunities to feel success and unity with the class. In this manner a small area of vocabulary was taught intensively until the group could use the vocabulary independently.

On the whole, the lessons were carefully planned and taught with a definite pattern in mind, but occasionally the instruction was hurriedly improvised to meet a partic-

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ular need or interest. The slow learning group were made to feel that reading a certain number of books was not the only criterion of success in school.

In striving to include the slow learning group within the larger group every opportunity during the day was planned to build, utilize, and enrich a reading vocabulary that would give to the slow learning group the respect for themselves and the respect of their classmates. A day's program included the following units:

1. Opening Exercises

2. Reading the "First Grade News"
   This was a class activity. Its vocabulary was carefully controlled, with daily repetition of certain words such as - Good morning, boys and girls, days of the week, months, dates, names of supervisors, visitors expected, and current events of the day. The slow learning group were encouraged to find words or phrases familiar to them. With careful control, whole sentences could be read by this group, and at the same time, the average and bright group could master the rest of the news.

3. Reading block

   In this block pupil-teacher group work was in progress. Pupil-teachers guided the job sheets while the teacher conducted small reading classes. In these reading classes both basic and supplementary materials were included.

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4. Writing

Because of the favorable findings of research, manuscript writing was used. Here again their reading vocabulary was used as often as possible.

5. Arithmetic

Here much incidental teaching, word enrichment, concept building including again the reading vocabulary introduced in the supplementary material was used, such as- one, two, three, big and little.

6. Language

This was a vital part of the day's program. Experience charts were developed as a class unit, activities were planned, committees were formed.

7. Activity

Activities planned in the language periods by class and committees were worked out.

8. Conference periods

Time was spent helping the child to evaluate his own strengths and weaknesses. Methods and materials were suggested to the child to fit his particular needs.

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The investigator felt that this block paid dividends. It trained the child to analyze and to watch the progress being made.

8. Art

Every opportunity was used to correlate art and reading. Visual imagery, language and word enrichment were aided by this close correlation.

CHAPTER V

ANALYSIS OF EXERCISES

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ANALYSIS OF THE WORKBOOK

While the study was in progress, each slow learning child progressing at his own rate of learning, it was possible to note many educational advantages which resulted from the use of this specifically planned set of exercises that enabled the slow learning group to participate in class reading projects.

Some of the outstanding educational gains are described below.

Improvement of Language Abilities

Much time was spent on improving oral expression in the discussions provided for in each lesson, and concrete evidences of success were shown by the group. One child's habit of hanging his head when called upon and mumbling a word or two changed noticeably, to the extent that he volunteered complete sentences. One little girl showed decided gains in group leadership often choosing as her part of the committee work the task of summarizing for the class the results of her group's share in the class project. Another child's gains,although slow, were also noticeable. His remark,"That's a good story I just told," shows evidence of his own

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analysis of gain and the pleasure that accompanies knowledge of growth in ability. "Let's talk about the pictures," was a frequent request and their discussions grew richer in descriptive phrases. Still in another child's case coherence of ideas improved greatly.

Their willingness and eagerness to contribute to the development of class reading charts gave evidence that much of the reluctance on the part of many slow learning children to offer contributions to a class group project results from too little time being spent on this feature of learning. A transfer of language improvement to other lessons was evident. In many cases their ability to analyze strengths and weaknesses and to offer constructive criticisms were equal to those of the average and brighter group. More important was their willingness to listen and to accept the suggestions for improvement from other members of the class.

An additional gain from this program of language development was their ability to recite with poise and self-confidence before guests. After being confronted on many occasions by the necessity to carry on with visitors in the room,

the children showed marked improvement in meeting the demands of such situations.

Enrichment of Concepts

By enrichment of concepts reference is here made to the exercises which provide a variety of meanings for the single word emphasized. For example, the word play is enriched by drawing from the children's own experiences, such as to play the piano, play a game, and go to a play. Many opportunities were provided to allow for the use of the concepts enriched. During the course of a week's program words enriched appeared in the daily news, on pupil teacher job sheets, in the class reading charts, and in art assignments. Often times, table scenes and other projects summarized the word enrichment program.

Evidences of the values of time spent in enrichment were their success and pleasure when meeting enriched words in supplementary and library books. One little girl's suggestion of "Let's make up a play, and I'll be the mother, and play the piano and the boys can play out in the yard," was the basis for a period's program of dramatization.

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Another child's picture book (illustrated scrap book) of enriched words won many favorable comments from his classmates. The class appreciation stimulated him to use these words in his oral reports in group work.

Committee work for bulletin board displays of enriched words added training in responsibility. One little boy's explanation to a visitor showed evidence of the feeling of pride and responsibility, "This is my family's board. The word under this picture is large. We could have put big, but large means the same thing."

Visual Perception and Discrimination

Specific training in seeing likenesses and differences in words, shapes, and forms in the initial teaching of words emphasized the development of perceptual powers. The children's pleasure in perceiving words familiar to them in the class reading lessons, news reports, and committee reading gave many opportunities for needed repetition that insured success. Many times the children in the slow learning group found words in phrases assigned to other groups. The favorable comments from the class spurred them on to do more independent study. In one case the kinaesthetic approach proved to be the most successful means of developing visual perception.

Habits of Evaluation

The habit of evaluating one's own work can not start too soon in a school program. The evaluation must be genuine in order to encourage the learner to make even more progress. The results of the job sheet evaluation built a cooperative feeling and became a meaningful part of the lesson. Both individual and group discussion led to keener analysis of work. Evidence of ability to evaluate work was shown in such comments from children as, " I know you wouldn't accept this paper, would you ?" prefacing the child's doing the work over.

By encouraging the group to realize and express their personal reactions to the exercises, the writer was helped in judging the worth of the exercises in this workbook.

Classroom Atmosphere and Attitudes of the Children

Among those items contributing to classroom atmosphere and development of right attitudes expected of this job sheet were: interest, independence in work, participation in the class unit, initiative, and responsibility.

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expected to contribute their share toward the unit. The realization that they were reading the same vocabulary as the entire group contributed to this enthusiasm. The clear-cut progress shown seemed a source of satisfaction to the children. The numerous opportunities for cooperation and helpfulness among the children created the sense of unity and oneness with the entire group which was one of the main goals.

This workbook was included in a program of pupil-teacher participation in a first grade. The school is a public school in a suburban town near Boston. The class was heterogeneous in age, mental ability and maturity, and numbered twenty-eight pupils. The ages ranged from five years, one month,to seven years, nine months. The abilities of this group ranged from a child who had sixth grade reading ability to the slow learning group. The children in the slow learning group do not represent so low a level of initial school adjustment as would be typical of dull-normal groups in general. On the other hand, coming from a neighborhood of average and high socio-economic status, the emotional maladjustment of reading failure could be severe.

CHAPTER VI

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As was stated at the outset, the slow learning group is still, in many cases, being exposed to competition with children of average or superior ability which retards the group even more, and supplementary material needs to be made available to improve this situation.

From the analysis and the study of the contributions made by this workbook, the conclusion is that this work book does provide this much needed type of supplementary material.

Enumerated below are a few of the findings which made the writer feel that such a tool as this workbook does provide for individual pupil growth.

1. The slow-learning child maintained as high an enthusiasm for school as the average and bright child.
2. Independent study habits developed from the opportunities for self-direction.
3. The carefully controlled vocabulary contributed to the self-confidence of the child.
4. Self-evaluation and the awareness of progress resulted in greater class participation.
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5. Parent comments indicated pupil satisfaction at being able to do.

6. A sense of group responsibility, cooperation, and mutual helpfulness developed.
7. An interest in words was created.
8. Visual discrimination was strengthened.
9. Language abilities were developed.

In conclusion, then, the writer, after using this work book on her own first grade and analyzing the effects of its use upon the learning of the dull-normal group, feels that specific reading material helps the slow learning child to develop according to his own ability, and also that it helps to create interest of each child. Furthermore, she feels that since this particular workbook has definitely contributed to the social and educational growth of the children with whom it was used, it can be of help to other similar groups.

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APPENDIX

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I. Vocabulary of Work Book

II. Samples of Reading Charts Developed by Class Vocabulary Controlled to Enable Slow Learning Group to Participate

III. Sample Lesson Plan

- A. Reading Included Vocabulary Familiar to Slow Learning Group
- B. Illustration of Table Scenes Planned by Slow Learning Group

IV. Samples and Illustrations of Family Group Job Sheets

V. Samples and Illustrations of First Grade News

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First Grade News

Vocabulary of Workbook

1	Color	14	Bob	27	This	40	down
2	Cut	15	Ann	28	is	41	Good
3	out	16	green	29	with	42	Fair
4	Draw	17	orange	30	big	43	Poor
5	Paste	18	works	31	litfle		
6	black	19	plays	32	and		
7	yellow	20	a	33	one		
8	blue	21	house	34	two		
9	white	22	Find	35	three		
10	red	23	the	36	line		
11	brown	24	Look	37	in		
12	Mother	25	at	38	out		
13	Father	26	picture	39	up		

| | | |

This is Mother.

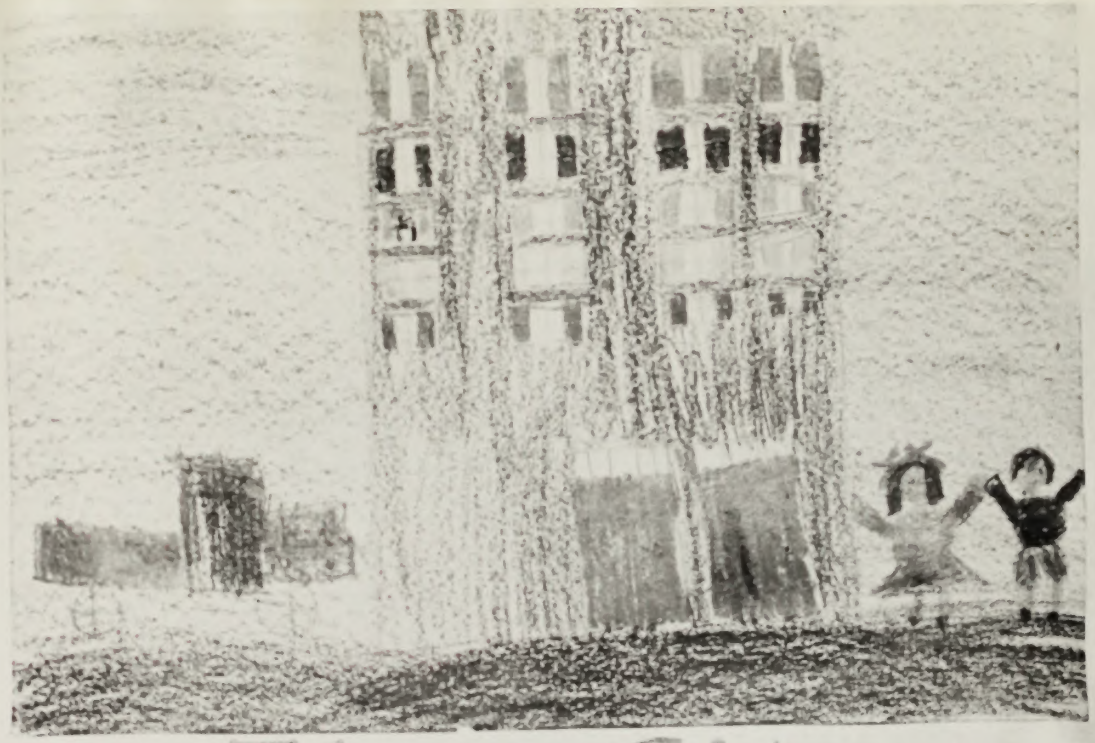
This is Father.

Wyman School

This is Wyman School.

We work at school.

We play at school.

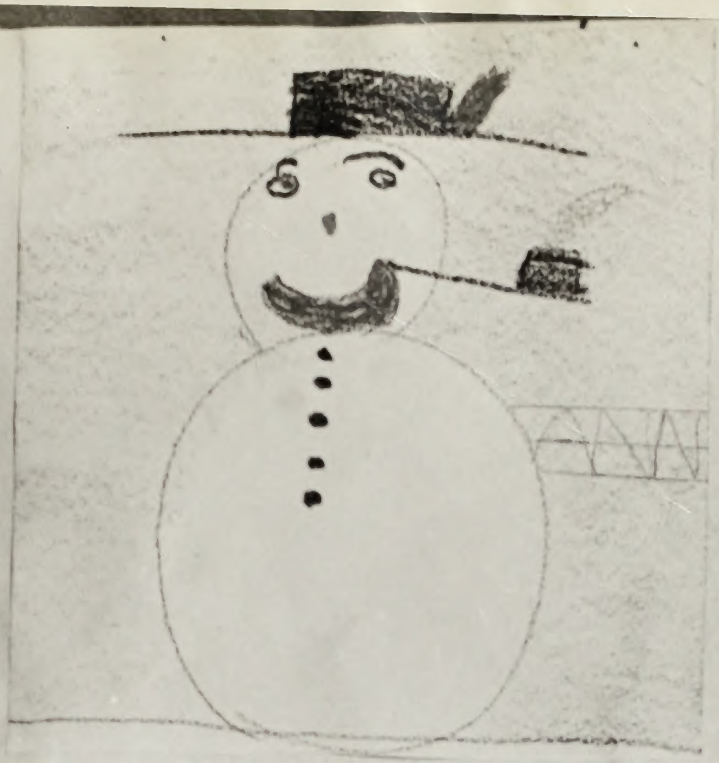


The City

This is the city.

Ann's father works in the city.

Ann and Bob went to the city.



Winter

This is January.

January is a cold month.

It snows in January.

We like to play

In the snow.

We can make a snowman

New Years Resolutions

We will try very hard

to do our own work

to do better work

to be polite

to keep things out

of our mouths

to finish our work

Kindness

To do to others as you would have them do to you.

To help others

To be polite

Mother	Friends
Father	Schoolmate
Sick people	Our soldiers
Teacher	Animals

Lesson Plan

I. Introduction
   1. Reference to previous language lesson.
   2. To give value to lesson.
      a. Today we will learn to read our story. Tomorrow I will print this story on our large paper and hang it up where everyone can enjoy it.

II. Title
   1. Meaning of title
   2. Word association. (What do you think of when I say, "winter.")
   3. Auditory (What letter do you hear first ?)

III. Reading complete sentences
   1. Enrichment of words---January, first month
   2. Opposites--- cold and hot months
   3. Word endings--- snow, snows
   4. Visual pictures transferred into words--- what kind of snowman would you make ?
   5. Auditory---Hearing initial sounds---January-cold-snows

IV. Phrase Drill

V. Motivation

   1. Guessing Game---Fun element. "I am thinking of a word in our story."

VI. Conclusion
   1. Art correlation
      a. Pass out written directions, each family group having a different set of directions.
      b. Invite Sara Jane to read winter story (third grade level) and share it with the class on the following day. This to be done after she has finished her art assignment.
      c. Invite slow learning group up to plan a snow scene for the table.

Objective

To increase their language ability.
To provide an opportunity for pupil-teacher planning, which can be shared with the entire class on next day.

Lesson Plan

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   1. Reference to previous language lesson.
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Objective

To increase their language ability.
To provide an opportunity for pupil-teacher planning. Which can be shared with the entire class on next day.

Winter

This is January
January is a cold month.
It snows in January.
We like to play in the snow.
We can make a snowman.

I. Objectives of Lesson
   A. To bring to the children a feeling of unity in reading ability.
      (The slow learning child participating and contributing to the same reading lesson as the bright group, not realizing that the number of words expected mastered by them will not be so great as the brighter group).

   B. To diminish the feeling of reading group distinction.

   C. Correlation of reading with seasonal, out of school activities and interests of pupils.

II. The abilities of this group range from a child who has sixth grade reading to the regular slow learning group found in any average classroom.

III. The material to be read was developed by the children in yesterday's language period.

IV. The vocabulary and sentence structure was carefully guided during language period to provide correlation with vocabulary already met in basic reading system, daily newspaper and job sheet.

   A. Analysis of vocabulary load.
      1. Words already familiar from basic readers, daily newspaper and daily job sheet.

	Slow Learners	Rest of Class	
Basic Readers	can	this	like
	to	is	to
	play	a	play
	like	in	the

Winter

This is January
January is a cold month.
It snows in January.
We like to play in the snow.
We can make a snowman.

- - - -

	Slow learners	Rest of Class
Daily news	is we in January	we January
Job sheet	play the	
New words to master	winter cold snow snowman	

	Slow learners	Rest of Class
Daily news	is we in January	we January
Job sheet	play the	
New words to master	winter	cold snow snowman

Samples of Family Group Job Sheets

Name Pupil-teacher's name S.D. F.T. H.S. S.W

1. Draw week-end picture.
2. Color week-end picture.
3. Do your arithmetic.
4. Study your book, pages 63-65.

Name

1. Draw pictures for m, t, s, b, f
2. Color the pictures.
3. Study your books,pages 36-42.
4. Find out who went to the city.
5. Find out what the little girl had.

Name

1. Draw a picture of the play we saw.
2. Color the picture.
3. Draw 6 toys.
4. Color one toy blue.
5. Color two toys red.
6. Color three toys yellow.

Name

1. Study your words.
2. Say the words to the pupil-teacher.
3. Play, "fish".
4. Do your arithmetic.

The columns to the right are for checking work completed. Each child in family group has his own column, with his initials at the top.

Samples of Yearly Group Job Sheets

Name _____ Pupil-teacher's name _____ S.D. J.T. H.S. S.W

1. Draw week-end picture.
2. Color week-end picture.
3. Do your arithmetic.
4. Study your book, pages 53-65.

Name _____

1. Draw pictures for m, t, s, b, f
2. Color the pictures.
3. Study your books, pages 36-42.
4. Find out who went to the city.
5. Find out what the little girl had.

Name _____

1. Draw a picture of the play we saw.
2. Color the picture.
3. Draw 6 toys.
4. Color one toy blue.
5. Color two toys red.
6. Color three toys yellow.

Name _____

1. Study your words.
2. Say the words to the pupil-teacher.
3. Play, "Tiab".
4. Do your arithmetic.

The columns to the right are for checking work completed.

Each child in family group has his own column, with his initials at the top.

Pupil Teachers

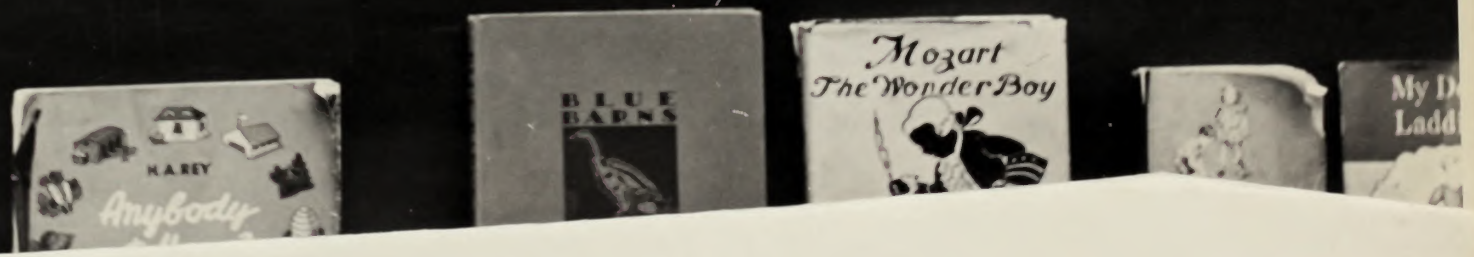
Anne	Elliott
Dorothy	Ronald
John	Phyllis
Wynne	Danny

1.
2.
3.
4

HENRY
and the Garden

Job Sheet

1. Draw ten toys.
2. Color five toys red.
3. Color five toys blue.
4. Study your reading book.



Samples of"First Grade News"

Good morning, boys and girls.
Today is Monday, February 4, 1946.
Miss Neidringhaus comes today.
She will play games with us.

- -

Good morning, boys and girls.
Today is Tuesday, February 5, 1946.
Today is bank day.
Saving money is a good thrift habit.

- -

Good morning, boys and girls.
Today is Wednesday, February 6, 1946.
Miss Nardone comes today.
It is fun to sing songs with Miss Nardone.

- -

Good morning, boys and girls.
Today is Thursday, February 7, 1946.
Milk money tomorrow will be 25¢.
We will go to a play today.

- -

Samples of "First Grade News"

Good morning, boys and girls.

Today is Monday, February 4, 1946.

Miss Weidringhaus comes today.

She will play games with us.

- - - -

Good morning, boys and girls.

Today is Friday, February 8, 1946.

Miss Phipps will be our guest today.

She will hear us read.

What good reading habits will she want to see ?

- -

Good morning, boys and girls.

Today is Monday, February 11, 1946.

Miss Neidringhaus comes today.

She will help make this a happy day.

- -

Good morning, boys and girls.

Today is Tuesday, February 12, 1946.

Today is Abraham Lincoln's birthday.

He was our president.

He was kind and good.

- -

Good morning, boys and girls.

Today is Wednesday, February 13, 1946.

Miss French comes today.

We will have guests today.

What will they want to see ?

- -

Good morning, boys and girls.

Today is Friday, February 8, 1946.

Miss Phipps will be our guest today.

She will hear us read.

What good reading habits will she want to see ?

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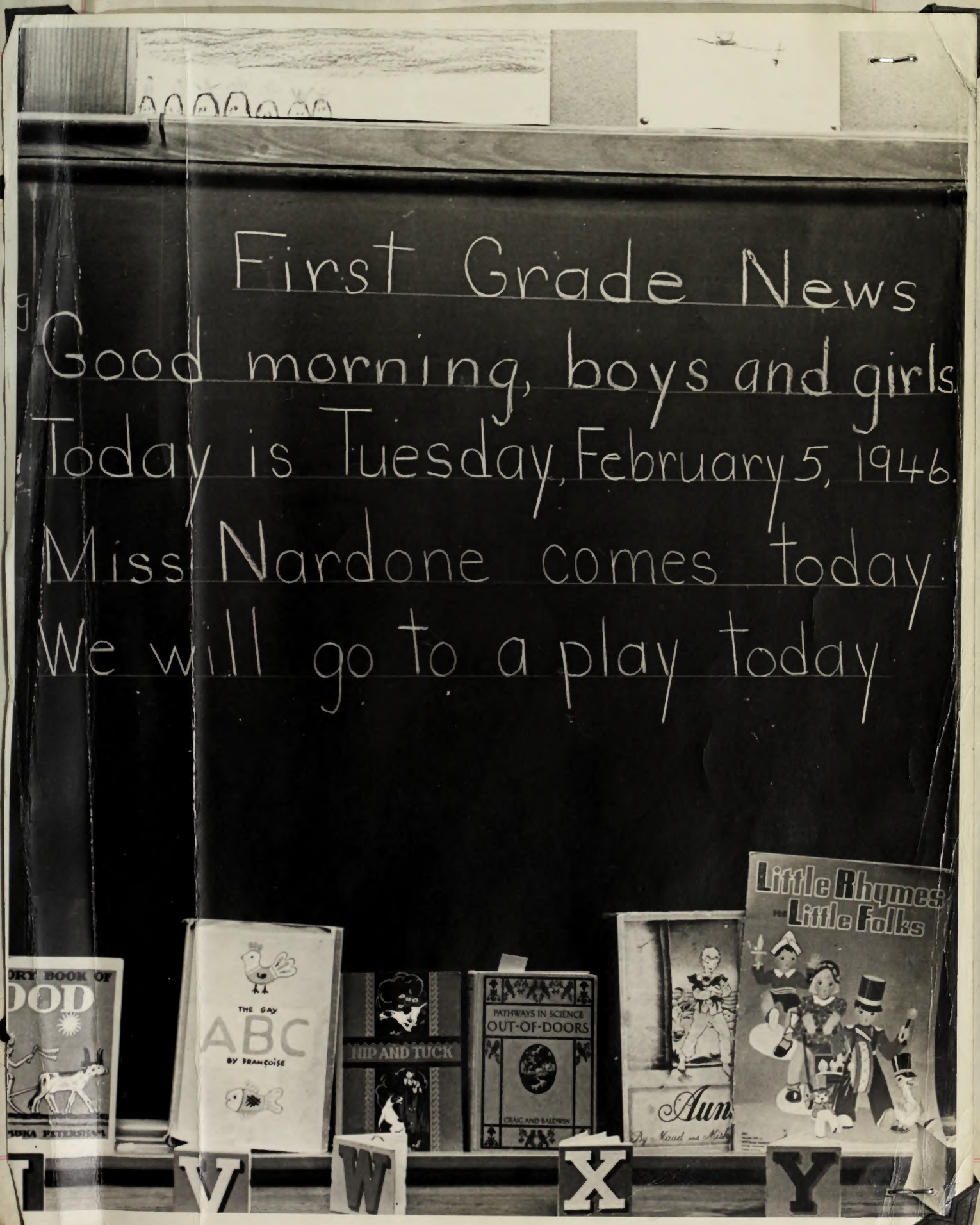
First Grade News
Good morning, boys and girls.
Today is Tuesday, February 5, 1946.
Miss Nardone comes today.
We will go to a play today.
THE GAY ABC
BY FRANÇOISE
HIP AND TUCK
PATHWAYS IN SCIENCE
OUT-OF-DOORS
CRAIG AND BALDWIN
Little Rhymes for Little Folks
V
W
X
Y

DATE DUE

DEC 16 1963			
JAN 4 '65			
MAY 4 1965			
JUL 20 1965			
AUG 15 1966			
GAYLORD			PRINTED IN U.S.A.

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